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ABSTRACT

Based on the findings of a national survey of agricultural education state supervisors, teacher educators, and a sample of vocational agriculture teachers, this document presents procedures used in the recruitment, selection, and preparation of non-teaching degree professionals for teaching positions in vocational agriculture/agribusiness. (ERIC document CE 019 062 also contains these procedures in addition to a detailed report of the survey methodology, analysis, and results.) Chapter 1, Recruitment, discusses the teacher shortage, those responsible for recruitment (local administrators, supervisors, teachers, etc.), sources of teachers, and recruitment strategies. Chapter 2, Selection, considers such teaching qualifications as educational preparation, occupational experience, and professional potential. In chapter 3, Preparation, the following considerations are examined: nature and requirements of the teaching position in vocational agriculture/agribusiness; state teacher certification requirements (degree, college courses, and occupational experience); documenting experiences of applicants; evaluation of experiences in terms of state certification requirements; identifying deficiencies of the applicant and setting priorities for correcting deficiencies; developing a state delivery system to meet the needs of non-certified teachers; possible staff responsibilities of various individuals in preparing persons with non-teaching professional degrees; and evaluation of a personal preparation plan model. A bibliography is included. (CT)

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Part II of a Final Report

PROGRAMS FOR TRAINING VOCATIONAL TEACHERS IN SELECTED AREAS OF TEACHER SHORTAGE

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PROCEDURES FOR RECRUITING, SELECTING, AND PREPARING PERSONS WITH NON-TEACHING PROFESSIONAL DEGREES TO BE TEACHERS OF VOCATIONAL AGRICULTURE/AGRIBUSINESS

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PREFACE

Securing an adequate number of personnel who have high levels of competence has been one of the problems in vocational education in agriculture/agribusiness. Shortages of teachers have existed in many states in the United States in recent years. Various approaches have been used in trying to alleviate this problem.

A number of states have recruited persons with non-teaching professional degrees as teachers of vocational agriculture/agribusiness. The procedures reported on in this document represent an attempt to synthesize the procedures followed by the states in the United States in preparing such persons to be teachers. It is hoped that this effort will result in the teachers who have non-teaching professional degrees being more competent and gaining greater personal satisfaction from their teaching.

The foundation for this document is the project entitled "Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage," funded by the U. S. Office of Education. The purpose of the project was to identify, describe, and evaluate strategies for recruiting, selecting, and training persons with non-teaching professional as teachers of vocational agriculture/agribusiness and to develop a recommended procedure for such training. Part I of the Final Report was entitled "Strategies

Used in Recruiting, Selecting, and Training Persons with Non-Teaching Professional Degrees as Teachers of Vocational Education in Agriculture/Agribusiness in the United States," and was a report on the research portion of the project. It reported on the use of such persons as teachers of vocational agriculture/agribusiness.

In order to assure correct interpretation, the term "persons with non-teaching professional degrees" has been defined as follows:

> Persons who have baccalaureate degrees in agriculture, forestry, wildlife, agricultural mechanization, biological science, and related areas, but who have not met the certification requirements of the various states to be teachers of vocational education in agriculture/agribusiness.

The extent of utilization made of persons with non-teaching professional degrees as teachers of vocational agriculture/agribusiness was determined through a study of the practices followed in the 52 states and territories of the United States. It was found that 79% of the states have an inadequate supply of professionally trained teachers of vocational agriculture/agribusiness. Thirty states use teachers with non-teaching professional degrees. A variety of recruitment strategies are being used in obtaining teachers. Most of the states which use persons with non-teaching professional degrees as teachers of vocational agriculture/agribusiness have some type of program to prepare them to meet teacher certification requirements. The major

weaknesses of such teachers were found to be in the areas of methods and techniques of teaching, developing lesson plans, classroom management, knowledge of FFA and supervised occupational experience, organizing advisory committees, laboratory management, and knowledge of adult programs.

ACKNOWLEDGEMENTS

The assistance of many individuals was received in the preparation of this document. Some of these are acknowledged below. Others are acknowledged in the Final Report of "Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage."

The assistance received from the Advisory Committee is greatly appreciated. The members of this committee were: J. David McCracken, Ohio; David Williams, Iowa; Elissa Steeves, Virginia; Elmer Cooper, Maryland; C. M. Brewer, Mississippi; and Edward Faurot, Mississippi.

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INTRODUCTION

The purpose of this publication is to present procedures for recruiting, selecting, and training persons with non-teaching professional degrees to be teachers of vocational education in agriculture/agribusiness. The procedures included are those which were presented in the Final Report of the project entitled "Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage."

The procedures which are included have a research base and have been tempered with the practical judgement of experienced vocational educators in agriculture/agribusiness. It is felt that the manner in which the project was conducted insures that the procedures are authentic. In addition to the research base, the authentication process involved considerable input from the advisory committee; in-depth study, analysis, and development by consultants; careful review by members of the faculty in the Department of Agricultural and Extension Education, Mississippi State University; and analysis of teacher education programs and credentialing practices in many states in the United States.

The procedures printed here for recruiting, selecting, and training persons with non-teaching professional degrees are intended as aids to supervisors, administrators, and teacher educators who have the responsibility for providing quality programs in vocational

education in agriculture/agribusiness. The procedures have been developed so that those which are most practical in a given situation can be used. It is unlikely that all of the procedures will be implemented in any state or school system. Selected portions of the procedures should be freely used as needed and modified to be compatible with local and state educational practices and regulations.

RECRUITING PERSONS WITH NON-TEACHING DEGREES

Recruiting persons with non-teaching professional degrees as teachers of vocational agriculture/agribusiness has been widely practiced in those states where a shortage of teachers has existed. These are persons who have baccalaureate degrees in some area of agriculture, forestry, wildlife, biological science, and related areas, but who have not met the certification requirements to be teachers of vocational agriculture/agribusiness. Such persons often have majors on their degrees in areas where the supply of graduates exceeds the demand. Teaching vocational agriculture/agribusiness allows them to use their technical competence and, at the same time, remain in contact with the technical area in which they have high interest and education.

The purpose of this section is to describe the need for recruitment, responsibility for recruitment, sources of teachers of vocational agriculture/agribusiness, and strategies for recruiting teachers of vocational agriculture/agribusiness.

Need for Recruitment

The growth and effectiveness of any organization depends upon many factors. These factors may include areas such as program planning, management, and evaluation. Furthermore, recruiting and selecting qualified personnel have a direct impact upon the success of that organization. Relating this reasoning to the teaching profession, in vocational agriculture/agribusiness successful educational programs depend upon many of these same elements. However, of more importance, the recruitment and selection of high quality teachers is a key factor in offering meaningful educational instruction. Thus it is imperative that for vocational education in agriculture/agribusiness to remain a viable program in the educational system of the United States, recruitment and selection activities cannot be left to chance but must represent a systematic and planned effort. Another major concern in the area of planned recruitment activities is that unless vocational educators in agriculture/agribusiness take the initiative in recruiting, the job will not be done and questions could be raised about the quality of the personnel entering the profession.

The importance of recruiting teachers of vocational agriculture/agribusiness has taken on new meaning in recent years. One situation that has had an influence on the need for a more systematic recruitment effort has been the development of specialized vocational agriculture/agribusiness programs. Several years ago nearly all of

the students who entered teacher education programs were from the farm, or had strong farm backgrounds. After completing degree requirements in agricultural education for teacher certification, these individuals were placed as teachers in local departments of vocational agriculture/agribusiness teaching a program which primarily consisted of production agriculture subject matter. With the passage of the Vocational Education Act of 1963, federal legislation provided for the expansion of vocational agriculture/agribusiness instruction into areas other than production agriculture. Leaders in agricultural education began to study the employment needs in the agribusiness field and were able to identify specialized educational programs in agriculture/agribusiness.

As the specialized programs began to be infused into local programs throughout the United States and students began to take advantage of the opportunity to broaden their interests in the field of agricultural industry, several things occurred. The number of new specialized programs increased, student enrollment increased, and new adult/young adult programs were established. Thus, local schools were looking for more teachers and teachers with different types of expertise. At the same time, the number of graduates in agricultural education from teacher education institutions was not increasing at the same rate as the demand. A shortage of teachers of vocational agriculture/agribusiness began to occur. This shortage has existed for several years

and is projected to continue as enrollments increase further. Thus, local schools desiring to maintain programs of vocational agriculture/agribusiness have been forced to identify potential teachers other than those who were graduating from the traditional agricultural teacher education programs. This has resulted in individuals being hired as teachers who did not meet established teacher certification requirements. This caused educators to raise some valid concerns about the pedagogical competency of these teachers as they began assuming teaching responsibilities without professional teacher education. For vocational education in agriculture/agribusiness to remain a viable program in the schools of the United States, all personnel recruited from any source must be of high quality and meet certain minimum standards. Professional agricultural educators cannot and should not accept any individual into the teaching profession who does not meet these minimum standards.

Responsibility for Recruitment

It could be said that anyone who is associated with programs of vocational agriculture/agribusiness must take an active role in recruitment activities. Planned recruitment activities are crucial as the shortage of teachers continues, and as the need to identify individuals with non-teaching professional degrees as potential teachers remains a key alternative in helping to balance the supply and demand situation. People who are active in recruiting include local school administrators, supervisors in agricultural education, teacher educators, and teachers.

Local Administrators. Individuals at this level assume a critical role in recruiting potential vocational agriculture/agribusiness teachers, especially when a shortage of teachers exists. This importance can be recognized when one considers that a person can be hired at the local level as a teacher without any involvement of a state supervisor, teacher educator, or other teacher. While local school authorities have the right to recruit and employ those individuals they want as teachers of vocational agriculture/agribusiness, professional educators in agriculture/agribusiness education must not assume a passive role when non-professional teachers are recruited and hired to fill positions vacant due to a shortage of fully certified teachers.

Supervisors. Supervisors should take an active role in helping to identify potential teachers for existing vacancies. They should establish open lines of communication with teacher education departments in order to expedite the identification of prospective teachers. Once a potential applicant has been identified, supervisors should be ready to react to the qualifications of this individual for a particular teaching situation. Input from supervisors to the local school authorities is vital since they are charged with the responsibility of program standards and program development in agriculture/agribusiness education.

Teacher Educators. Teacher educators are in a unique position to identify non-teaching degree holders who might have the interest and potential to become teachers of vocational agriculture/agribusiness. They can establish and maintain valuable contacts

with the different departments within the university setting, especially those in agriculture.

Teachers. Local teachers of vocational agriculture/agribusiness should constantly be alert for those indivudals who have the potential to become good teachers. Names of these individuals should be given to local school administrators, state or district supervisors, and teacher educators for further personal contact. Furthermore, the local or state professional association for teachers of vocational agriculture/agribusiness should accept the recruitment of potential teachers as one of its goals and provide the necessary committee structure to see that the goal is obtained.

Agricultural Agencies. While people within these agencies will not see the recruitment of potential teachers of vocational agriculture/agribusiness as a major responsibility, the employees of the agencies need to be alerted to the need for quality teachers and encouraged to recommend potential teachers to professional educators. This implies that all professional educators must make a planned effort to personally contact relevant agricultural agencies to inform them of the opportunities in teaching. It may be necessary to outline the procedures to follow in beoming a teacher.

Sources of Teachers

One of the first steps in recruiting prospective teachers is to identify the viable sources of such persons. There are three distinct sources: agricultural majors other than agricultural education, graduates in some area of agriculture other than

those in agricultural education who are seeking employment, and employees in agricultural business and industry who have baccalaureate degrees.

Students who are majoring in agriculture in areas other than agricultural education comprise an important source to be considered. While universities might have different departments in agriculture, some of the common agricultural majors that would represent a potential source of teachers are:

Horticulture	Agricultural Economics
Animal Science	Agricultural Mechanics
Agronomy	Poultry Science
Forestry	Dairy Science
Entomology	Wildlife

The key to successfully recruiting students from these majors is to identify those students with a possible interest in teaching vocational agriculture/agribusiness early in their college careers. In this way, certification requirements could either be partially or completely fulfilled before graduation and eliminate deficiencies that would need to be corrected at a later date.

Those students who have already received their baccalaureate degrees in a non-teaching major and who are still seeking employment represent another source of potential teachers. In fact, this group of individuals can represent a sizeable number if for some reason the economic situation is unfavorable or a large number of graduates in one year results in an over supply based on the limited occupational demand in their respective specialty areas.

The third major source of teachers of vocational agriculture/agribusiness is the employees of agricultural businesses and industry. Many students graduate each year from agricultural colleges and go

directly into private or public employment in agribusinesses or agricultural agencies. This source of teachers can be of particular importance if a local school is seeking applicants who have recent or specialized occupational experience.

In summary, all potential sources must be thoroughly investigated to identify individuals who might have an interest in teaching vocational agriculture/agribusiness. It might be that those individuals are out in the communities and are reluctant to come forth or do not know who to contact in seeking a new career objective as a teacher.

Strategies for Recruiting Potential Teachers

Any strategy or activity that results in a potential teacher actually becoming a teacher could be termed effective. In reality, there might be one factor or many factors that influence a person to consider teaching agriculture/agribusiness. Thus, it is important that anyone considering the development of recruitment activities be aware of the various techniques that can be used, either individually or in combination with one another. Various techniques for recruitment are outlined below.

1. Encourage all professional educators in agriculture to individually contact (by telephone, letter, or in person) potential teachers and discuss the opportunities of teaching as a career.
2. Contact representatives of agricultural businesses or agencies and acquaint them with the need for agriculture/

agribusiness teachers. Their help in identifying and recommending potential teachers should also be secured.

3. Make presentations on the career opportunities in teaching to students majoring in other agricultural departments in universities.
4. Use selective mailings to recent graduates or students nearing graduation.
5. Utilize the news media to develop an awareness of the opportunities in teaching.
6. Develop publications that inform persons about teaching opportunities.
7. Inform potential teachers of the requirements for teaching.
8. Form a committee to coordinate the recruitment effort for the entire state.
9. Form a recruitment committee in the professional teachers association.
10. Encourage collegiate groups, such as the FFA, agricultural education societies, or Alpha Tau Alpha to plan and conduct recruitment activities.
11. Teach a unit in one of the college courses on the teacher's role and responsibilities for the recruitment of potential teachers.
12. Construct displays or exhibits for State FFA conventions, fairs, shows, or other public activities highlighting career opportunities in teaching.

While each of the preceding activities could be used in effective recruiting, the enthusiasm displayed by the professional educators in agriculture and by the undergraduate agricultural education majors about teaching is a key. An enthusiastic, healthy and positive attitute toward teaching will be a motivating force in recruiting quality, potential teachers. Furthermore, a review of the literature and research findings indicates that personal contact with potential teachers has been one of the most effective recruitment techniques to use. Thus, individual contacts with potential teachers who are personable and filled with enthusiasm should be included in any planned recruitment activities.

SELECTING PERSONS WITH NON-TEACHING DEGREES

Need for Selection

Recruiting potential teachers for vocational agriculture/agribusiness is only the first step in securing future teachers. All of the individuals identified may not possess the necessary qualifications for becoming a certified teacher. Thus, a process for selecting the most qualified individuals must be developed and utilized.

The selection process should include a set of statements reflecting standards or minimum competencies needed by individuals desiring to become certified teachers. These standards are needed in order to maintain and improve the quality of the program. If standards are not established, the result would be a weaker program due to teachers being hired who do not possess the professional competence, occupational experience, or dedication needed to carry out an effective program of vocational agriculture/agribusiness.

Selection of Teachers

The final selection of a teacher for a vacancy in a local department rests with the local school authorities. Hopefully, however, they will seek input from professional agricultural educators before a final decision is made. Special efforts must be put forth to assure that the local teaching staff in the agriculture/agribusiness department is involved and that contact with state supervisors is made before the final selection is made. It is

through a team effort such as this that qualified, competent individuals can be identified for teaching positions.

Criteria for Selection of Teachers

The criteria to be used in selecting teachers can be grouped in three areas: educational background, professional potential, and occupational experience. Before effort is made to match an individual with a vacancy in a local school, a specific job description or list of responsibilities must be developed for that vacancy, if none now exists.

While it would be impossible to list the specific selection criteria for each situation, several examples have been identified to help illustrate how criteria could be used in selecting quality teachers.

Educational Preparation. Educational preparation would include several factors. Among these would be that the individual:

1. Possesses adequate technical competence as measured by performance tests or an evaluative board that might be comprised of teacher educators, state supervisors, teachers, and/or industry personnel competent in the technical area under consideration.
2. Possesses academic preparation that is congruent with the teaching specialty desired.
3. Possesses a baccalaureate degree.

Occupational Experience. Two criteria for occupational experience are stated. The individual:

1. Possesses suitable work experience related to the area of teaching specialty.

2. Possesses a minimum number of hours or years of work experience.

Candidates for teaching positions must have depth and breadth of technical competence in the area of teaching specialty. This can be assessed by an examining board comprised of state supervisory personnel, teacher educators, teachers of vocational agriculture/agribusiness, industry representatives in the technical area, and other individuals. Performance and cognitive tests can also be utilized, but the limitations of such tests must be fully realized.

Professional Potential. While some criteria in this area may be based on subjective opinion, it is nonetheless an important area to consider. Examples of criteria might be that the individual:

1. Possesses interpersonal skills that would enable him or her to serve as a teacher and acceptable role model.
2. Possesses a positive attitute toward teaching and working with youth and adults.

Other experiences that could be considered in the selection of individuals might relate to their prior enrollment in vocational agriculture while in school, FFA experience, participation in community activities, membership in organizations, teaching or counseling experiences, or other related personal experiences. These experiences or the lack of them should not be used as the sole basis for selecting individuals to become teachers of vocational agriculture/agribusiness.

Once a non-teaching degree holder has been recruited and selected for a teaching position, the task now becomes one of

bringing that individual up to the standards for teacher certification. This implies that deficiencies must be identified and a plan for correcting the identified deficiencies developed so that within a reasonable length of time the individual will not only meet full teacher certification requirements in that state, but will also possess the basic skills needed to become an effective teacher of vocational agriculture/agribusiness.

PREPARING PERSONS WITH NON-TEACHING PROFESSIONAL DEGREES AS TEACHERS OF VOCATIONAL AGRICULTURE/AGRIBUSINESS

The notion that a person who has a high level of technical competence but no training in pedagogy will be a good teacher of vocational agriculture/agribusiness is untrue. All who become teachers of vocational agriculture/agribusiness should have certain pedagogical competencies. And these are best developed through systematic preservice and inservice teacher education procedures.

The duties of a teacher of vocational agriculture/agribusiness are more than just teaching classes. The duties include the administration and management of a program. The program has several components, including providing classroom and laboratory instruction for in-school students, planning and carrying out supervised occupational experience programs with students, organizing and advising the FFA chapter, and, in many schools, providing adult/young adult instruction. These activities are best fulfilled by a teacher who has thorough preparation in teacher education.

Since vocational agriculture/agribusiness has been handicapped by a shortage of teachers, it is not always possible to have a teacher who is thoroughly prepared. This section of Part II presents a description of procedures to follow in preparing persons who are technically competent but who lack specific teacher education preparation.

Nature and Requirements of the Teaching Position in Vocational Agriculture/Agribusiness

A preparation plan for preparing persons with non-teaching degrees for full teacher certification must be built upon the duties or responsibilities that are associated with that teaching position. While specific duties may vary from state to state and even within states and local departments, there are several general activities that most teachers will be expected to perform. Examples of the common duties of a vocational agriculture/agribusiness teaching position are:

1. Teaching courses using classroom and laboratory facilities available.
2. Advising the FFA and associated activities.
3. Supervising occupational experience programs.
4. Conducting young farmer and adult classes.
5. Directing and managing, as appropriate, land laboratories, greenhouses, and other facilities.
6. Planning and administering departmental activities.
7. Cooperating with the school administration in the overall operation of the school.
8. Recognizing the importance of and practicing good public relations.

Thus, it becomes apparent that if individuals are to be effective teachers, provision must be made to develop the competencies in these individuals that will permit them to carry out those responsibilities associated with the teaching position. For example, if advising the FFA is an expected responsibility, then provision must be made to develop the necessary competencies

in that individual so he or she can successfully advise the FFA. If the duties and responsibilities of a teacher of vocational agriculture/agribusiness are clearly and accurately described, then the state teacher certification requirements should reflect those standards to assure that each individual will indeed have those competencies needed to carry out the responsibilities associated with the teaching position.

State Teacher Certification Requirements

All states have a fairly precise statement of requirements expected of individuals desiring to be certified as teachers within the various teaching fields. Even though states vary with specific requirements due to special situations or laws within that state, three general areas of requirements can usually be identified and these relate to degree requirements, college course requirements, and occupational experience requirements.

Degree Requirements. If an individual is to successfully teach in an area of vocational agriculture/agribusiness, it is essential that he or she have a baccalaureate degree with a major in an appropriate area of agriculture. While the degree in and of itself is not the important factor, the technical agriculture courses that were required in order to receive that degree represent essential agricultural knowledge needed by that individual to become an effective teacher. Furthermore, the person's major should be in the area of agriculture he or she intends to teach.

There could be a situtation where a potential teacher has been identified who does not have a baccalaureate degree in agriculture. For example, an individual may have graduated in geology and took some agricultural courses during his or her undergraduate academic study. Thus, this individual could become certified as a teacher of vocational agriculture/agribusiness by taking additional agriculture courses to reach the number of credit hours specified by state certification regulations. The recommendation that a degree be in agriculture and/or that a certain number of credit hours be taken in agriculture would help to assure that the individual has the necessary basic technical agricultural knowledge and skill needed to be a successful teacher.

College Course Requirements. The college courses that are required should contain subject matter content that will enable individuals to carry out the responsibilities identified earlier. While the structure of this content might be individual courses in some situtation, e.g., a separate course on the FFA or supervised occupational experience, in other cases the content might be intermingled into several courses. Regardless of the structure used or advocated, it is essential that the content of the courses include those critical professional competencies that will be needed by each individual in a teaching situation.

It is also important to note the requirements that relate to the development of the pedagogical skills of teachers. This might include such areas as educational psychology, sociology, methodology of teaching, and communication.

Occupational Experience Requirements. The importance of teachers of vocational agriculture/agribusiness possessing some type of occupational experience has been noted for many years. The logic behind this is that an individual who has experience will be more effective if he or she can help students apply instructional content to local employment opportunities or to the development of skills that are essential for job entry. While states may vary on the specific occupational experience required, it would be well to note that the recently developed Standards For Quality Vocational Programs in Agriculture/ Agribusiness Education recommend minimum experience requirements for each of the teaching specialties. These recommendations are as follows:

Production Agriculture - Two or more years of farm experience or equivalent occupational experience.

Agricultural Supplies and Service - A minimum of 3,000 hours of meaningful job employment in the agricultural supplies and services area.

Agricultural Mechanics - A specific recommendation was not made in the Standards for this specialty area. However, the minimum experience should be 2000 hours in the agricultural mechanics area.

Agricultural Products - A minimum of 12 months or 2000 hours of gainful employment in agricultural products occupations.

Ornamental Horticulture - Employed 12 months or 2000 hours in the ornamental horticulture industry.

Agricultural (Natural) Resources - A specific recommendation was not made in the Standards to this specialty area. However, the minimum amount of experience should be 2,000 hours in some area of agricultural resources.

Forestry - A specific recommendation was not made in the Standards for forestry. However, the minimum amount of experience should be 2,000 hours in the forestry area.

Documenting Experiences of Applicants

Various ways are available to document experiences possessed by applicants and the methods selected for this documentation depend to some degree upon the verification to be made. The documentation process should not be taken lightly since the applicant is entitled to a fair and just recognition of past experiences. At the same time, an accurate assessment of the participant's experiences will provide teacher education institutions as well as the applicant with specific areas of deficiencies that must be corrected.

The verification of experiences will range from an objective assessment to a highly subjective observation, depending upon the data available.

Degree Requirements. Verification must be made through the submission of official transcripts from the degree granting institution.

College Course Requirements. Verification must be made through the submission of official transcripts from all institutions attended.

Occupational Experience. Past occupational experiences

could be documented in several different ways. First, a specific form could be completed by the applicant for the purpose of listing occupational experience. The format for such a form might be as shown on the next page.

Another method of documenting occupational experience would be through the requirement that an official resume' be submitted. This would not only help to assess occupational experience, but would also provide additional information about an applicant. Finally, a more official verification of experiences could be obtained by soliciting letters from the applicant's former employees asking for a description of the applicant's duties and responsibilities.

In some cases, an assessment of the applicant's technical knowledge may be justified and this could be accomplished several ways. Some of the more common methods are occupational competency test results, a competency check sheet completed by the applicant, results of administering a standardized teacher's exam, or through the use of other professional examinations.

An interview with the applicant could provide some basis for an evaluation of the technical competence possessed as well as the personal qualities and characteristics of the individual. For example, an assessment could be made of the applicant's personality, ability to communicate, and professional commitment to teaching. This is a subjective approach but should be effective in the process of assessing the experience and qualifications of an individual to become a teacher.

INVENTORY OF OCCUPATIONAL EXPERIENCE

Please list and describe below all agriculture/agribusiness occupational experience

Name and Address of Agribusiness	Job Title	Describe Type of Experience	Dates of Experience FROM-TO	Name and Address of Immediate Supervisor
			-	
			-	
			-	
			-	
			-	

I certify that the above information is correct to the best of my knowledge.

Date _____ _____

Signature of Applicant

In summary, the documentation process should provide adequate, appropriate, and quantifiable data to those individuals charged with making a final evaluation of each applicant's qualities in terms of the state certification requirements. Furthermore, the data collected will be of immense value when each applicant begins to identify what deficiencies need to be corrected in order to meet full teacher certification requirements.

Evaluation of Experiences in Terms of State Certification Requirements

The evaluation of experiences for each applicant should be accomplished as quickly as feasible when an individual seeks to be hired as a teacher of vocational agriculture/agribusiness. In this way, the applicant is familiar with what is needed to become fully certified from the beginning and is not misled or uninformed of his or her deficiencies. Another critical reason for making an immediate evaluation of a person's qualifications is that local schools desire to fill vacancies as soon as they open during the school year. Thus, when a prospective applicant has been recruited, the local school administrator wants to verify in a relatively short time the feasibility of being able to fill that position with that applicant and the applicant wants to know what and how many deficiencies must be corrected in order to achieve full teacher certification.

The structure for the evaluation of each applicant's credentials against state certification requirements should be

systematic and routinely followed. In some states, this responsibility might rest with one individual, i.e., the state supervisor in agricultural education or a staff member in the certification department. Another approach would be through the use of a committee. The membership of this committee might be comprised of representatives from the state certification agency, local school administrators, teacher educators, state supervisory staff, and experienced teachers.

Identifying Deficiencies of the Applicant and Setting Priorities for Correcting Deficiencies

It is helpful at this stage if an organized format is used in working with the applicant to clearly identify existing deficiencies and develop plans for corrective measures. A possible form to use at this time in working with the evaluation committee and the applicant is included in Figure 1. This plan might be completed by a teacher educator in consultation with local administrator(s), state supervisory personnel, the teacher involved, and other individuals.

Part A of the Personal Preparation Plan provides the opportunity to list briefly and clearly the deficiencies that an applicant currently has in regard to state certification standards. The specific deficiencies can be identified and listed under one of the four sub-headings: professional teaching competencies, technical competencies, general education background, and/or occupational experience. If no deficiencies are identified for one of the sub-headings, the word "NONE" can be written in the blank space.

Before Part B is completed, some prior though must be given as to what deficiency should be eliminated first. This involves placing a priority on

Figure 1
PERSONAL PREPARATION PLAN FOR TEACHER CERTIFICATION
for

_____
(Teacher's Name)

_____ _____
(Teaching Position) (Date Prepared)

_____ _____
(Mailing Address) (Telephone Number)

PART A - LIST OF DEFICIENCIES:

A. Professional Teaching (Education) Competencies

B. Technical Competencies

C. General Education Background (Competencies)

D. Occupational Experience

PART B - PLANS FOR CORRECTING DEFICIENCIES:

DEFICIENCY	CORRECTIVE ACTION PLANNED	DATE FOR COMPLETION	DATE ACCOMPLISHED
1.			
2.			
3.			
4.			
(extend this list as needed)			

Teacher Educator Advisor - _____

Telephone Number - _____

Copies to: Local Administrator Supervisor
Teacher Educator
Teacher
State or District Supervisor

_____
Signature of Person Preparing Plan

the deficiencies. While some debate could be put forth to support each deficiency as being the most critical one to meet first, the priorities should be based upon the order of the sub-headings on the form. For example, the professional teaching competencies should be corrected first, technical competencies second, and so forth. However, this is very idealistic and situations could arise where this order of priorities could not be followed. An example is presented here to help to illustrate this point. Assume that an individual has been identified as having deficiencies in both professional teaching competencies and technical competencies. Enrollment in an off-campus agricultural engineering course is immediately possible and this course is one that is needed by the applicant. However, a course in professional teaching competencies will not be available to the applicant until the next college term. Thus, it would be more beneficial for the applicant to enroll in the agricultural engineering course now rather than wait a full year until it is offered again.

After the priorities have been established, a recommended time table for correcting these deficiencies should be set. The time table will assist the individual in developing a regular, systematic plan for fulfilling all the deficiencies within the prescribed time limits imposed by the state certification agency. The proposal form in Figure 1 allows for the completion date for each deficiency to be set and progress toward each activity can be assessed by noting the "date accomplished" column.

The Personal Preparation Plan should be carefully reviewed with the applicant in order to avoid confusion or misunderstandings. Furthermore, the applicant should be encouraged to review the plan several times each year. It would also be desirable to meet with his or her teacher education

advisor at least once per year to review the progress being made in correcting the deficiencies. Any revisions in the proposed time table can occur at this time and be noted accordingly on the forms. An example of a completed personal preparation form has been developed and is presented in Figure 2.

Developing a State Delivery System to Meet the Needs of Non-Certified Teachers.

The Personal Preparation Plan developed for the non-certified individuals can serve as a valuable planning aid for state staff in agricultural education. By maintaining a file of teachers currently meeting certification requirements, a summary of the total needs for a particular state can easily be assessed. However, when all the data have been summarized and analyzed, there are certain key professional activities that would be desirable to plan and hold prior to an individual's first teaching day. Other professional activities might be better provided later during the school year. A list of topics that would be desirable to cover during the summer and prior to the individual's first day of teaching might include the following:

1. Becoming familiar with agricultural agencies,
2. Identifying teaching resources in the community,
3. Understanding school systems,
4. Using basic teaching methods,
5. Managing classrooms and laboratories,
6. Identifying sources of supplies and materials,
7. Preparing lesson plans,
8. Developing a teaching calendar or course of study, and
9. Completing reports.

The delivery of the above topics may be planned in several different ways. Among the more common approaches would be credit courses, workshops, field trips, or seminars. While these approaches may appear to be better suited as group activities, an individualized approach could also supplement

Figure 2

PERSONAL PREPARATION PLAN FOR TEACHER CERTIFICATION

for

Richie Hogue

(Teacher's Name)

Agricultural Mechanics	*6/1/79*
(Teaching Position)	(Date Prepared)
Anytown, USA	*(601) 325-4734*
(Mailing Address)	(Telephone Number)

PART A - LIST OF DEFICIENCIES:

A. **Professional Teaching (Education) Competencies** - *6 quarter hours in Agricultural Education and Methods and Student Teaching*

B. **Technical Competencies**

One course in teaching Agricultural Mechanics

C. **General Education Background (Competencies)**

A course in First Aid

D. **Occupational Experience**

NONE

PART B - PLANS FOR CORRECTING DEFICIENCIES:

DEFICIENCY	CORRECTIVE ACTION PLANNED	DATE FOR COMPLETION	DATE ACCOMPLISHED
1. *Introduction to Ag Ed*	*Ag Ed 3000*	*7/30/79*	*7/30/79*
2. *Methods*	*Ag Ed 4030*	*8/30/79*	*8/30/79*
3. *Teaching Ag Mechanics*	*Ag Ed 3111*	*7/30/80*	*7/30/80*
4. *First Aid*	*Health 4010 (Take at Maxey Community College*	*12/30/81*	
5. *Student Teaching*	*Substitute 2 full years of teaching vo-ag*	*6/30/81*	

Teacher Educator Advisor - *Dr. John Moore*

Telephone Number - *(888) 111-3333*

Copies to: Local Administrator Supervisor
Teacher Educator
Teacher
State or District Supervisor

Jack Brown

Signature of Person Preparing Plan

or even in some cases, replace planned group activities. The use of modules, learning activity packages, or individual counseling are examples of strategies that could be used during this approach. If the state requires that all teachers take standardized teachers examinations, then the first summer would be the most logical time for the individual to fulfill this requirement.

After the school year begins, the professional activities could take on a different nature to correct the identified deficiencies. Examples of these professional activities might include the following:

1. As appropriate, take courses congruent to the recommendations in the Personal Preparation Plan.
2. Participate in an existing first year teacher program and/or course.
3. Participate in professional activities.
4. Work with an assigned master teacher of vocational agriculture/agribusiness.
5. Visit selected departments of vocational agriculture/agribusiness.
6. Work with professional agricultural educators who visit the department, i.e., state supervisory staff, teacher educator, master teacher, and/or local school administrator.

To avoid confusion and yet maximize the professional expertise that can be provided to the teacher, it would be well if specific roles for each of the professional agricultural educators were identified. While these roles might vary with local situations, the following list provides a sound base from which further planning can originate.

Possible Staff Responsibilities of Various Individuals in Preparing Persons with Non-Teaching Professional Degrees

State Supervisory Personnel

1. Conduct a supervisory visit two times per month
2. Acquaint the teacher with state education procedures, meetings, and reporting activities
3. Assist with program planning

Teacher Educators

1. Hold small group meetings by regions on a regular basis (once per quarter or semester)
2. Visit bimonthly in teacher's school
3. Critique methods of teaching and class management
4. Assist in updating teaching calendars or courses of studies
5. Review lesson plans

Master (experienced) teacher (Agriculture teacher outside of the teacher's school district)

1. Assist in developing supervised occupational experience programs
2. Assist in planning FFA activities at local, regional, and state levels
3. Encourage professional organization involvement
4. Assist in solving daily problems
5. Local program orientation
6. Assist in facility organization
7. Assist in planning adult education programs
8. Visit bimonthly in teacher's school

Local Administrator

1. Acquaint teacher with school routines, policies, and procedures
2. Observe classes and suggest teaching improvement
3. Observe classroom management and make suggestions
4. Assist in ordering consumable materials and instructional resources
5. Visit briefly in the teacher's department each week

It should also be recognized that regardless of who is visiting the teacher, positive reinforcement should be given. This should represent an honest effort by the professional agricultural educator and not a token comment. The encouragement received by the beginning teacher just might make the difference between a pleasant teaching experience and one that results in another vacancy at the same school next year.

The professional activities should continue to be planned and conducted each year with the ultimate goal of providing the

opportunity for each individual to eliminate the identified deficiencies. This can be accomplished by a continuous review of the Personal Preparation Plan to determine what activities have been completed and what still needs to be accomplished.

Evaluation of the Personal Preparation Plan Model

The procedure adopted for recruiting and selecting potential teachers, identifying deficiencies, developing the Personal Preparation Plan, and delivering the instruction must be continuously evaluated to perfect the overall concept of working with teachers who have non-teaching professional degrees.

The evaluation must include input from all of those who were involved in the plan. This evaluation would best be held after the overall plan had been in operation for at least one year. However, certain evaluations could be held earlier. For example, immediately after the evaluation committee reviewed the credentials of all non-teaching degree holders and made their recommendations for correcting deficiencies, the committee could reconvene to discuss how the process went. While it would not be wise to make recommended changes at this early date, any suggestions made could be noted and referred to later in the year or when plans were being developed to review the credentials of applicants during the next year. The Personal Preparation Plan could be evaluated continuously as professional agricultural educators and the teachers used the form. Regardless of the form's structure or suggestions made in regard to the forms, the format must be such that it has high utility for those who are going to use it.

The original plan developed by a state for the recruitment and selection of teachers, the process for identification of deficiencies, and the plans for correcting those deficiencies will in all probability not be the final document. However, if those involved in the process keep in mind that one of the ultimate goals of their efforts is to help individuals to become effective teachers, then agricultural/agribusiness education will continue to be strengthened as non-teaching degree holders are recruited to be agricultural/agribusiness teachers.

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